Accommodations Toolkit

Scribe: States' Accessibility Policies, 2023

This summary of states' accessibility policies for **scribe** is part of the *Accommodations Toolkit* published by the National Center on Educational Outcomes (NCEO).[1] The toolkit also contains a summary of the research literature on scribe (/nceo/accommodations-toolkit/scribe-research).

Accessibility policies often have several tiers of accessibility features: universal features, designated features, and accommodations.[2] Figure 1 summarizes how states included scribe in their accessibility policies for students with disabilities in 2023. Figure 2 summarizes how states included scribe in their accessibility policies for English learners in 2023. Table 1 shows how scribe was included in the policies, while Table 2 contains additional details and specifications.

Figure 1. States' Accessibility Policies for Students with Disabilities for Scribe, 2023

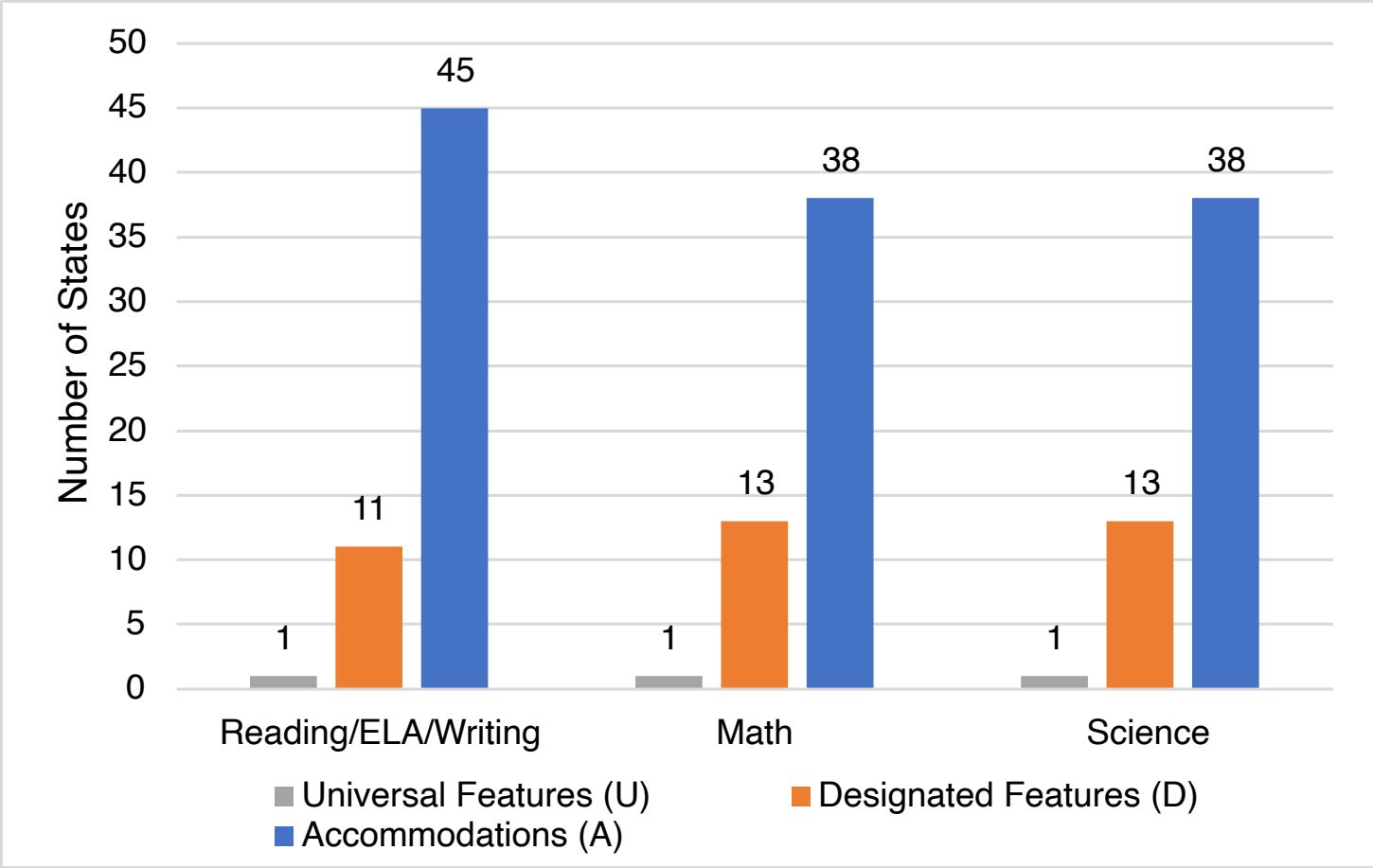

Figure 2. States' Accessibility Policies for English Learners for Scribe, 2023

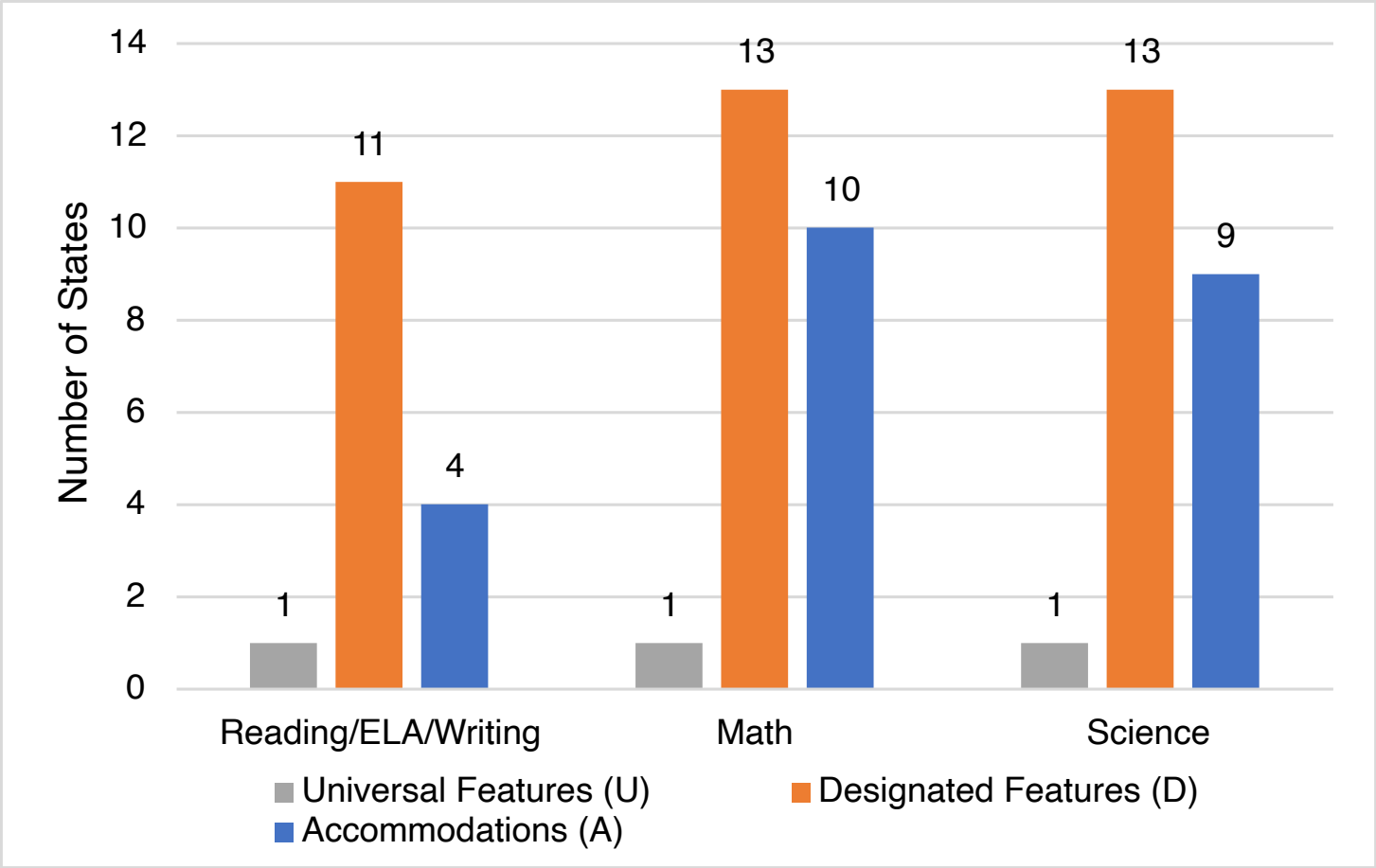

Table 1. Accommodations Policies for Scribe by State, 2023

U=Universal Feature, D= Designated Feature, A=Accommodation, ELA= English Language Arts, X = Allowed, SD = Al

State	Reading/ELA/Writing			Math	
	U	D	A	U	
Alabama			SD		
Alaska			SD		
Arizona			SD		
Arkansas			SD		
California		X	SD		X
Colorado			SD, E		
Connecticut			SD		
Delaware			SD		
District of Columbia			SD		

Florida			SD		
Georgia			SD, E		
Hawaii			SD		
Idaho			SD		
Illinois			SD		
Indiana			SD		
Iowa			SD		
Kansas					
Kentucky			SD		
Louisiana			SD		
Maine			SD		
Maryland			SD		
Massachusetts			SD		
Michigan		X	SD		

Minnesota			SD		
Mississippi			SD		
Missouri	X			X	
Montana		X	SD		X
Nebraska			SD		
Nevada		X	SD		X
New Hampshire		X	SD		X
New Jersey			SD		
New Mexico			SD		
New York			SD		
North Carolina			SD		
North Dakota		X			X
Ohio			SD		

Oklahoma			SD, E		
Oregon		X	SD		X
Pennsylvania			SD		
Rhode Island			SD		
South Carolina			SD		
South Dakota			SD		
Tennessee			SD, E		
Texas		X			X
Utah			SD		
Vermont		X	SD		X
Virginia			SD		
Washington		X			X
West Virginia			SD		

Wisconsin		X			
Wyoming			SD		
Total (Students with Disabilities)	1	11	45	1	
Total (English Learners)	1	11	4	1	

Note: Blank cell = no policy found

Table 2. Details and Specifications: States' Scribe Accessibility Policies

State	Details/Specifications
Alabama	**Accommodation (Students with Disabilities):** The student dictates her/his responses to an experienced, certificated educator who records verbatim what the student dictates. This accommodation should be a last resort, after all other options have been eliminated. This accommodation is for students who have a physical disability or injury that severely limits or prevents their ability to use a keyboard or touchpad. The test is untimed. Specific Guidance for the Text Dependent Writing Item: • The student can dictate the entire response at one time. The Scribe will type the response without capitalization and punctuation. When the student is finished dictating, the Scribe will show the response to the student. The student will tell the Scribe which letters are to be capitalized and where punctuation should be added. • SPELLING: The student should provide exact spelling the first time they use a KEY WORD (such as a noun or verb relevant to the content); thereafter, the Scribe can spell the word as the student first spelled it. • If the Scribe has difficulty understanding what the student dictates, the Scribe may say: "Please say the last sentence again." • If the student does not respond to the writing prompt after a reasonable length of time, the Scribe must type into the response box: NO RESPONSE. **Accommodation (Math, Science; English Learners):** For English learners who do not speak English but need a Scribe for the Math and Science Spanish tests, a Spanish speaker acting as the Scribe is required. This is due to the nature of the technology-enhanced items, which may require the student to direct the Scribe in order to respond to the item. For English learners who do speak English, this would not be a requirement. For the Text Dependent Writing item, the student must respond in English. There is no Spanish test for ELA.

Alaska	**Accommodation:** Allowing Alternative Responses: A scribe may type responses verbatim into the test engine for the student. For student use of a word processor, other programs on the computer must be disabled and spelling, grammar check, and other features turned off. Allow the student to respond orally to constructed response items in English for math and/or science items: Requires a scribe to transcribe verbatim into the test engine. Not allowed for English language arts items.
Arizona	**Accommodation:** A student who requires one-on-one adult assistance during daily instruction may orally dictate or use gestures to indicate a selected response for multiple choice and multi-select items only, while an adult simultaneously enters the student's response in the test. The adult may not ask or answer any questions during the session or influence student responses in any way. Adult Scribe may not be used for the Writing portion of ELA.
Arkansas	**Accommodation:** Writer/Scribe to Record Responses: A qualified individual marks responses for the examinee, during testing. Recommended Usage: Examinees with motor disabilities which impede their ability to write independently. Notes: Requires the scribe to sign an agreement (found in the Test Coordinator manual) on test day. The scribe must be proficient in English. A scribe should not be used based solely on difficulty in marking responses. Use of a scribe is a skill that is developed over time and should not be used for the first time during testing, unless it is due to an unforeseeable circumstance, such as a broken hand or arm. This must be a one-to-one administration. Use of a scribe will require authorization of extra testing time.

California	**Designated Feature:** A student can dictate responses to a person who records verbatim what is dictated. The scribe must be trained and qualified and must follow the scribing protocol at https://portal.smarterbalanced.org/ library/en/scribing-protocol.pdf (https://portal.smarterbalanced.org/library/en/scribing-protocol.pdf). This resource is a designated support for all items except the ELA performance task full write and the ELPAC. Refer to the scribe accommodation for ELA writing and the ELPAC. **Accommodation:** A student can dictate responses to a person who records verbatim what is dictated. For the ELPAC, this means the trained scribe may transcribe the student's responses in the Answer Book or testing interface. The scribe must be trained and qualified and must follow the scribing protocol at https://portal.smarterbalanced.org/ library/en/scribing-protocol.pdf (https://portal.smarterbalanced.org/library/en/scribing-protocol.pdf). This resource is an accommodation for the ELA performance task full write and the CSA writing items. Refer to the scribe designated support for CAASPP items.

Colorado	**Accommodation (Math, Science; Students with Disabilities):** The scribe accommodation is available for students as documented in their IEP or 504 plans. In making decisions on whether to provide this accommodation, teams are instructed to consider whether the student has either: • A physical disability that severely limits or prevents the student's motor process of writing through keyboarding or paper/pencil; or • A disability that severely limits or prevents the student from expressing their thoughts in writing, even after varied and repeated attempts to teach the student to do so. Before listing the accommodation in the student's IEP or 504 plan, teams should also consider whether the student meets all the following requirements: • The student receives ongoing, intensive instruction, and/or research-based interventions to learn written expression, as deemed appropriate by the IEP, 504 plan team; and • The student has access to written expression during routine instruction through the use of a scribe, except when the student is receiving direct writing instruction; and • The student's inability to express in written form is documented in an IEP or 504 plan. Students who use assistive technology to respond in the classroom on a day-to-day basis for assessments and who have appropriate documentation on their IEP or 504 plans must use technology in lieu of a scribe for state tests. The student must be assessed in a separate, one-on-one testing environment. The scribe must record student responses verbatim into the answer field on the test. The scribe may not prompt or question the student or correct a student's responses. The scribe may ask the student to restate words, as needed. The scribe may use proper mechanics and spelling. Scribes must be familiar with content vocabulary. For math, the scribe may not set up problems for the student; the student must indicate all steps and work for any given item. The scribe may take notes on scratch paper as dictated by the student. All scratch paper and notes will be turned into the SAC. The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. Re-read the response in an even tone, being careful not to cue the student to errors. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. Changes are only allowed during the testing session.

The scribe may ask, "Are you finished?" or, "Is there anything you want to add or remove?" A scribe must take care not to imply in any way that an answer is incomplete or incorrect through these questions. The scribe may respond to procedural questions asked by the student such as, "Do I have to use the entire space to answer the question?" The scribe may indicate, "No."

Given the interaction with test materials and involvement in recording responses, it is recommended that two adults are present in the testing environment. Scribes must read and write proficiently in the student's spoken or communicative language (English, Spanish, or AAC device).

Accommodation (ELA; Students with Disabilities):

Scribe for ELA or CSLA constructed response must be documented on IEP or 504 plan and only available to students who meet the unique accommodation criteria and are approved by the CDE Assessment Division. Scribing for ELA is only in English; scribing for CSLA is only in Spanish. Refer to the Guidance Document on Scribe Accommodation for CMAS ELA or CSLA at http://www.cde.state.co.us/assessment/training-accommodations (http://www.cde.state.co.us/assessment/training-accommodations).

The scribe accommodation for constructed response items on the ELA or CSLA assessment is available to a limited number of students with a neurological or orthopedic impairment which significantly limits or prevents the student's motor process of writing. Students must have this accommodation on their IEP or 504 plan for instructional and assessment purposes. Only a very limited number of students who meet specific criteria may use this accommodation on the ELA or CSLA assessment and receive a valid score.

The student must be assessed in a separate, one-on-one testing environment. The scribe must record student responses verbatim into the answer field on the test. The scribe may not prompt or question the student or correct a student's responses. The scribe may not add, use, or prompt the use of proper mechanics unless the mechanics are initiated and dictated by the student. The scribe may ask the student to restate words, as needed. The scribe may use proper spelling. Scribes must be familiar with content vocabulary.

The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. The response must be read in an even tone, being careful not to cue the student to errors. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. All changes must be made during the testing session.

	The scribe may ask, "Are you finished?" or, "Is there anything you want to add or remove?" A scribe must take care not to imply in any way that an answer is incomplete or incorrect through these questions. The scribe may respond to procedural questions asked by the student such as, "Do I have to use the entire space to answer the question?" The scribe may indicate, "No." Given the interaction with test materials and involvement in recording responses, it is recommended that two adults be in the testing environment. Scribes and transcribers must be proficient in reading and writing in the student's spoken language (English for ELA or Spanish for CSLA). **Accommodation (English Learners):** Scribe: As English is not the native language, the scribe accommodation may be appropriate based on ML plan documentation. For ELA, constructed response scribing requires a CDE-approved UAR based on IEP/504 (refer to 6.1.4 Unique Accommodations). Assess the student in a separate, one-on-one testing environment. The scribe must record student responses verbatim into the answer field on the test. The scribe may not prompt or question the student or correct a student's responses. The scribe may ask the student to restate words, as needed, and use proper mechanics and spelling. Scribes must be familiar with content vocabulary. For math, the scribe may not set up problems for the student; the student must indicate all steps and work for any given item. The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the response back to the student. Read the response in an even tone, being careful not to cue the student to errors. The student may dictate changes or edits; the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. Only changes made during testing are allowed. The scribe may ask, "Are you finished?" or, "Is there anything you want to add or remove?" A scribe must take care not to imply in any way that an answer is incomplete or incorrect through these questions. The scribe may respond to procedural questions asked by the student such as, "Do I have to use the entire space to answer the question?" The scribe may indicate, "No." Given the interaction with test materials and involvement in recording responses, it is recommended that two adults are present. Scribes must be proficient in reading and writing in the student's spoken language (English or Spanish).

Connecticut	**Accommodation:** The accommodation for the provision of a scribe requires a Special Documented Accommodations Petition unless documented in an IEP/504 Plan finalized in CTSEDS. Teachers must be trained and review the Scribe Protocol and complete the Security/Confidentiality Agreement Form when the special accommodation petition permission has been approved by the CSDE. This accommodation allows students to dictate their responses to a qualified person who records verbatim what they dictate. These students may have significant processing or motor difficulties requiring a scribe for lengthy responses in instruction and assessment. This accommodation may result in the student needing additional time to complete the assessment. More information will be specified during the approval process.
Delaware	**Designated Feature:** Scribe (for all items except ELA performance task full write): For ELA non-writing items, math items, and science and social studies. Students may not have scribes during writing items. Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified (see Scribe Guidance training) and must follow the administration guidelines provided in Appendix A-4. Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses, may need to dictate their responses to a human who then records the students' responses verbatim. The use of this support may result in the student needing additional overall time to complete the assessment. Students may receive Physical assistance from a TA such as direct assistance with turning pages or navigating in electronic format. **Accommodation (ELA):** Scribe (ELA): For this type of scribe, students may have a scribe during writing items. Students dictate their responses to a human who records verbatim what they dictate. The scribe may physically assist with turning pages if using paper/pencil. To be trained and qualified, scribes must review the Scribing Protocol on Appendix A-6 and the Scribing Protocol Training video.

District of Columbia	**Accommodation (ELA; Students with Disabilities):** ELA/Literacy Selected Response Options: Speech-to-Text, Human Scribe, Human Signer, Assistive Technology Device. Student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by dictating, signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. The student must be familiar with any assistive technology external device used for test administration. Note: TestNav does not have embedded Speech-to-Text functionality—students must use allowable Assistive Technology or an external third party device (responses must be transcribed). Responses must be transcribed exactly as dictated/signed (e.g., the human scribe/signer may not change, embellish, or interpret a student's responses when transcribing) into the student's standard test booklet or answer document. Only transcribed responses will be scored. **Accommodation (Math, Science; Students with Disabilities):** Mathematics and Science Response Options: Speech-to-Text, Human Scribe/Human Signer. A student dictates responses verbally, using an external speech-to-text device or by dictating. The student must be tested in a separate setting. The student must already be familiar with any external device used for this accommodation. Responses must be transcribed exactly as dictated/signed (e.g., the human scribe/signer may not change, embellish, or interpret a student's responses when transcribing) into the student's standard test booklet or answer document. Only transcribed responses will be scored. Note: TestNav does not have embedded Speech-to-Text functionality—students must use allowable Assistive Technology or an external third party device (responses must be transcribed). Responses must be transcribed exactly as dictated/signed (e.g., the human scribe/signer may not change, embellish, or interpret a student's responses when transcribing) into the student's standard test booklet or answer document. Only transcribed responses will be scored. **Accommodation (Math, Science; English Learners):** Scribe or Speech-to-Text: Responses Dictated in English:

	Student dictates responses verbally in English the PARCC Math and DC Science items either to a human scribe or through speech-to-text technology. Students must be tested in a separate setting. For further guidance on administering this accommodation, please see the AF&A Manual, Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses.
Florida	**Accommodation:** Flexible Responding: A student may use varied methods to respond to a test, including written, typed, signed, and verbal responses. A test administrator or proctor may record or transcribe student responses to the format required by the test.
Georgia	**Accommodation:** Scribing Procedures: Scribes may be provided for students with verified disabilities that significantly impact the area of written expression or a physical disability that impedes motor process or writing. It is also allowable for EL students who have *Verbal response in English only to a scribe* as an accommodation. The need for this accommodation must be indicated in a student's IEP, EL/TPC, or IAP. For EL and SWD students, this accommodation must be a part of their regular education program. A scribe must be a certified educator who writes or types a student's responses. Eligible students with this accommodation may respond to assessment items verbally, using a Braille-writer, or by signing. Scribes must write each student's final response(s) to be scored into the appropriate online test form. All student responses must be entered into the online test form for scoring.

Hawaii	**Designated Feature:** Scribe (all assessments except ELA performance task full write): Students dictate their responses, except the ELA performance task full write, to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines provided in the test administration manuals and Test Administration Scribing Protocol. Recommendations for Use: • Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses, may need to dictate their responses, except the ELA performance task full write, to a human who then records the students' responses verbatim. • The use of this support may result in the student needing additional overall time to complete the assessment. **Accommodation (ELA):** Scribe (ELA performance task full write): Students dictate their response to a human who records verbatim only the ELA performance task full write they dictate. The full write is the second part of the ELA-PT. The scribe must be trained and qualified, and must follow the administration guidelines provided in the Test Administration Manuals and the Test Administration Scribing Protocol. Recommendations for Use: • Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm), that makes it difficult to produce a response may need to dictate the ELA performance task full write to a human who then records the students' response verbatim. • For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the human scribe, and to view what they produce while composing via dictation to the scribe. • The use of this accommodation may result in the student needing overall additional time to complete the assessment. • Refer to the Hawai'i State Test Accommodation Guides for guidance on the use of the Scribe State Test Accommodation.

Idaho	**Designated Feature (Math, Science):** Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified and must follow the administration guidelines provided in the Scribing Protocol for the ISAT Assessments. Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses, may need to dictate their responses to a human who then records the students' responses verbatim. The use of this support may result in the student needing additional overall time to complete the assessment. **Accommodation (ELA):** Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified and must follow the administration guidelines provided in the Smarter Balanced Test Administration Manual. Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human who then records the students' responses verbatim on the ELA performance task full write. The full write is the second part of the performance task. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the human scribe, and to view what they produce while composing via dictation to the scribe.

Illinois	**Accommodation:** ELA/Literacy Selected Response Options and Mathematics Response Options: Speech-to-Text, Human Scribe, Human Signer, Assistive Technology Device. Student dictates responses either verbally, using an external Speech-to-Text device, an augmentative/assistive communication device (e.g., picture/word board), or by dictating, signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. The student must be familiar with any assistive technology external device used for test administration. Note: TestNav does not have embedded Speech-to-Text functionality—students must use allowable Assistive Technology Software or extensions or an external third party device (responses must be transcribed). After Testing: Responses must be transcribed exactly as dictated/signed (e.g., the human scribe/signer may not change, embellish, or interpret a student's responses when transcribing) into the student's standard test booklet or answer document. Only transcribed responses will be scored. Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses for protocol. ELA/Literacy Constructed Response Options: Speech-to-Text, Human Scribe, Human Signer, Assistive Technology Device. Student dictates responses either verbally, using an external Speech-to-Text device, an augmentative/assistive communication device (e.g., picture/word board), or by dictating, signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. The student must be familiar with any assistive technology external device used for test administration. Note: TestNav does not have embedded Speech-to-Text functionality—students must use allowable Assistive Technology or an external third party device (responses must be transcribed). After Testing: Responses must be transcribed exactly as dictated/signed (e.g., the human scribe/signer may not change, embellish, or interpret a student's responses when transcribing) into the student's standard test booklet or answer document. *Only transcribed responses will be scored. Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses for protocol. Mathematics Response: Speech-to-Text, Human Scribe/Human Signer: A student dictates responses verbally, using an external Speech-to-Text device or by dictating. The student must be tested in a separate setting. The student must already be familiar with any external device used for this accommodation. Note: TestNav does not have

	embedded Speech-to-Text functionality—students must use allowable Assistive Technology or an external third party device (responses must be transcribed). After Testing: Responses must be transcribed exactly as dictated/signed (e.g., the human scribe/signer may not change, embellish, or interpret a student's responses when transcribing) into the student's standard test booklet or answer document. Only transcribed responses will be scored. Refer to Appendix C: Protocol for the Use of the Scribe Accommodation and for Transcribing Student Responses for protocol. Human Scribe (Science): The student can use a human scribe if unable to access the computer.
Indiana	**Accommodation:** Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses may need to dictate their responses. Students dictate their responses to a human who records the response verbatim in the response area. The scribe protocol is found in Section 6. Scribing is an accommodation used by students who are unable to provide written responses on paper or enter answers into the online system. When a student's educational plan indicates that a response is to be scribed, the school must conduct a one-on-one test administration. This is to eliminate interference with the standardized testing of other students.
Iowa	**Accommodation:** The student dictates her/his responses to an experienced educator who records verbatim what the student dictates. Recommendations for Use: Students who have documented significant motor or language processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human who then records the student's responses verbatim either in the online system or paper answer document. The use of this accommodation may result in the student needing additional time to complete the assessment. Individuals who serve as a scribe must sign the Test Security/Confidentiality Agreement provided in Appendix A. Guidelines for serving as a scribe are provided in Appendix D.

Kentucky	**Accommodation:** Provided the student has the appropriate accommodations within their student plan, scribes are allowed to type student responses on the online test. This is a change from paper and pencil testing where indicating the use of technology was also required for a scribe to be able to type a student response. Because technology is now the primary mode of delivery of the test for all students, technology is not being used in addition to or instead of other entry of student items. Scribes can type for students on all online tests. The scribe is a required one-on-one testing accommodation, and this supersedes all other accommodations when it comes to testing environment setup. What this means is that if a student has a scribe and a reader, the reader accommodation can be provided in a group of up to four students. However, the scribe accommodation requires a one-on-one environment. The one-to-one requirement supersedes all others; therefore, the student must be tested one-on-one.

Louisiana	**Accommodation:** Recorded Answers Accommodation: Student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by dictating, signing, gesturing, pointing, or eye-gazing. The test administrator scribes or records verbatim what is said by the student. A student using a scribe must be given the same opportunity as other students to plan and draft a constructed response. The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by the student, even if a change is incorrect. All changes must be made during the test session. Scribing a student's responses by an adult Test Administrator is a response accommodation that allows students to provide test responses to an adult Test Administrator who writes or types the responses directly onto the assessment for the student. Students receiving the scribe accommodation may respond to assessment items either: • verbally, • using a speech-to-text device or other augmentative/assistive communication device (e.g., picture/word board), • signing (e.g., American Sign Language, signed English, Cued Speech), • gesturing, • pointing, or • eye-gazing Note: Scribing may include "dragging and dropping" selected response items, as appropriate. The Recorded Answers Accommodation is appropriate for students with a physical disability that severely limits or prevents the student's motor process of writing, typing, or recording responses during testing. This includes students with reduced ability to record responses due to pain, fracture, paralysis, loss of function, or loss of endurance, as well as students whose handwriting is indecipherable or illegible. Scribes are also an appropriate accommodation for students who have a documented disability in the area of written expression, which results in significant interference in their ability to express their knowledge in writing/keyboarding, even after varied and repeated attempts to teach the student to do so. If a student requires a scribe due to a recently occurring, though temporary, illness or injury, an IAP should be completed; write the word "Temporary" on the top of the form. Be sure to include the beginning and end dates.

	If a student requires a scribe due to an ongoing inability to express their responses through writing/ keyboarding, this should be documented in evaluation summaries from locally administered diagnostic assessments and must be listed in the student's IEP, IAP, or EL Accommodation Checklist. The student should be receiving ongoing, intensive instruction and/or interventions to learn written expression, as deemed appropriate by the IEP team, 504 Coordinator, or EL Coordinator.
Maine	**Accommodation:** The student may dictate answers to a human scribe in an individual setting as indicated by a student's IEP/504 plan. Human scribe records verbatim what a student dictates and must give the student an opportunity to review scribed text. Scribed answers must be entered into the online testing platform—no paper submissions accepted.

Maryland	**Accommodation (Students with Disabilities):** ELA/Literacy Selected Response, Mathematics, and Science Human Scribe: A student may need a scribe if he or she has poor fine motor skills or is unable to use a writing instrument. In addition, students with disabilities that significantly impact the area of written expression or a physical disability that impedes motor process or writing may need a scribe. A scribe is someone who writes down what a student dictates by an assistive communication device, pointing, communication by the student via interpretation/transliteration (examples include American Sign Language (ASL), Signed English, and Cued Speech), or speech. The scribe should be someone who is familiar with the student's accent or means of expressive language and will recognize the words a student is saying without writing down unusual phonetic spellings. ELA/Literacy Constructed Response Scribe: A student may need a scribe if he or she has poor fine motor skills or is unable to use a writing instrument. In addition, students with disabilities that significantly impact the area of written expression or a physical disability that impedes motor process or writing may need a scribe. A scribe is someone who writes down what a student dictates by an assistive communication device, pointing, communication by the student via interpretation/transliteration (examples include American Sign Language (ASL), Signed English, and Cued Speech), or speech. The scribe should be someone who is familiar with the student's accent or means of expressive language and will recognize the words a student is saying without writing down unusual phonetic spellings. In making decisions whether or not to provide the student with this accommodation, IEP teams and 504 Plan Coordinators should consider whether the student has: • A physical disability that severely limits or prevents the student's motor process of writing through keyboarding; OR • A disability that severely limits or prevents the student from expressing written language, even after varied and repeated attempts to teach the student to do so. **Accommodation (Math, Science; English Learners):** A student dictates responses verbally, using an external speech-to-text device or by dictating. The student must be tested in a separate setting. The student must already be familiar with any external device used for this accommodation.

Massachusetts	**Accommodation (Math; Students with Disabilities):** Scribe Responses for Mathematics and Science (*not* ELA): A human scribe will record the student's responses verbatim (i.e., as dictated or signed by the student) *at the time of testing*, either onscreen (computer-based test) or in the student's booklet (paper-based test). The student must be tested in a separate setting. (See Appendix B for specific guidance on providing the scribe accommodation.) For students unable to use their hands to respond to test questions due to a recent injury or recovery from surgery, the scribe accommodation may be provided if either of the following criteria are met: • this accommodation is listed in an approved plan (Department approval is not required); or • a 504 plan is under development, and the 504 plan coordinator is responsible for writing and agreeing upon the need for the scribe accommodation before providing it to the student. **Accommodation (ELA; Students with Disabilities):** Scribing responses for ELA is a special access accommodation (SA3.1). See Table 6 for guidelines and criteria to receive this accommodation. Scribe Responses for ELA (*not* Math or Science): A human scribe (SA3.1) will record the student's responses verbatim (i.e., as dictated by the student) *at the time of testing*, either onscreen (computer-based test) or in the student's test & answer booklet (paper-based test). This accommodation is intended for students who have the following: • documented significant motor or processing difficulties • a recent injury (such as a broken hand or arm) that makes it difficult to produce responses. For many of these students, dictating to a scribe is the only way to demonstrate their composition skills. Students will dictate their responses to a human who will then record the students' responses verbatim. Students should be allowed to develop planning notes via the scribe and to view the scribed material. The student must be tested in a separate setting. See Appendix B for specific guidance on providing the scribe accommodation. **Accommodation (Math; English Learners):**

	Scribe or speech-to-text for Mathematics and/or Science test responses (*not* ELA), consisting either of: • a human scribe (EL4.1), who records student's responses verbatim *at the time of testing*. See Appendix A for specific guidance on providing the scribe accommodation; or • a speech-to-text (EL4.2) program that converts voice to written text, use of a test administrator to generate responses to test questions.
Michigan	**Designated Feature:** Scribe – Non-writing (non-constructed response) Items: There are two different types of Scribing options. One is identified as a Designated Support, listed here, and the other is identified as an Accommodation. This Scribe Designated Support allows a student to have a human scribe record a student's answer option selection or directive such as the identification of a multiple choice option. With this support, students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified as a test administrator and must follow the OEAA Scribing Protocol, which is found in this document. Scribes are necessary for students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm). Specifically, a scribe is an adult who writes down verbatim what a student dictates through speech, American Sign Language, or an assistive communication device. The use of this support may result in the student needing additional overall time to complete the assessment. **Accommodation (ELA):** Scribe – Writing test questions (constructed responses): There are two different types of Scribing options. One is identified as a Designated Support and the other, listed here, is identified as an Accommodation. The Scribe Accommodation allows a student to have a human scribe record a student's sentence or phrase. With this Accommodation, students dictate their responses to a human scribe who records verbatim what they dictate. The scribe must be trained and qualified and must follow the OEAA Scribing Protocol found in this document. Scribes are necessary for students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult for them to produce responses. The use of this support may result in the student needing additional overall time to complete the assessment.

Minnesota	**Accommodation:** A scribe can be used as an accommodation for students in instances when visual or motor difficulties, including injuries, prevent them from indicating their own responses. This accommodation must be provided in an individual setting so as not to disrupt other students who are testing. The student's IEP or 504 plan should document the need for a scribe, except in injury situations. The student should be competent in the use of a scribe as determined by the student's IEP or 504 plan team. Scribes cannot read aloud student responses or any part of the test, and they must be impartial and experienced in transcription. Students must be given the opportunity to review their responses. Scribes for online tests will navigate the test, access text-to-speech and other tools (as requested by the student), and enter all test item responses provided by the student directly into the online test. Scribes for paper tests will indicate the responses provided by the student into the paper test book. District staff must enter all student responses online within the testing window. Refer to Entering Student Responses Online for MCA Paper Accommodations earlier in this chapter. Note: An audio recording may be used by the student in an individual setting to record and edit answers for paper test materials if the student is unable to mark their answers or uses similar strategies in instruction. Audio recording cannot be used with the online MCA because each item must have an answer entered in order to move forward in the test.
Mississippi	**Accommodation:** The circumstances where a scribe is needed are many and varied. Students with permanent disabilities, medical conditions, and recently acquired temporary disabilities or injuries may utilize the scribe accommodation. If it is listed as an accommodation on the Language Service Plan (LSP), Individualized Education Program (and the LSP), or the Section 504 Plan (and the LSP), it must be specified for the assessment for which it will be used. Implementing this accommodation generally necessitates the use of an alternate location, individual testing, and extended time. Students receiving the scribe accommodation may respond to test items in several ways, including (but not limited to) • orally, • by gesturing or pointing, • using eye-gaze, or • using a communication device.

Missouri	**Universal Feature:** Students who obtain a physical injury prior to testing that prevents them from responding may dictate their responses to a scribe. OR Students with physical disabilities that may prevent them from responding themselves may dictate their responses to a scribe. Examiners acting as a scribe must follow DESE scribing guidelines (https://dese.mo.gov/media/pdf/asmt-scribing-guidelines (https://dese.mo.gov/media/pdf/asmt-scribing-guidelines)). Please Note: With the exception of students who obtain a physical injury prior to testing, DESE does not recommend the use of Scribe for students who do not use it as part of their everyday learning in the classroom. The use of Scribe for some students can prove distracting and become a hindrance to student performance. The scribe should be familiar to the student and have scribing experience with the student in some capacity prior to the state assessment.

Montana	**Designated Feature:** Scribe Items (Non-Writing): Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified and must follow the administration guidelines provided in the Scribing Guidelines (see Appendix C). Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses may need to dictate their responses to a human who then records the students' responses verbatim. The use of this support may result in the student needing additional overall time to complete the assessment. **Accommodation (ELA):** Scribe Items (Writing): Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified and must follow the administration guidelines provided in the Scribing Guidelines (See Appendix C). Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human who then records the students' responses verbatim on the ELA Brief Writes. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the human scribe, and to view what they produce while composing via dictation to the scribe.
Nebraska	**Accommodation:** Scribe (Possibly primary mode of communication): The student dictates her/his responses to an experienced educator who records verbatim what the student dictates. Students who have documented significant motor or language processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human who then records the student's responses verbatim either in the test platform or on paper. The use of this accommodation may result in the student needing additional time to complete the assessment. For these students, dictating to a scribe is the only way to demonstrate their composition skills.

Nevada	**Designated Feature:** Scribe (for all items except ELA performance task full write): Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified and must follow the administration guidelines provided in the Smarter Balanced Test Administration Manual. Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses, may need to dictate their responses to a human who then records the students' responses verbatim. The use of this support may result in the student needing additional overall time to complete the assessment. **Accommodation (ELA):** Scribe (for ELA performance task full write): Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified and must follow the administration guidelines provided in the Smarter Balanced Test Administration Manual. Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human who then records the students' responses verbatim on the ELA performance task full write. The full write is the second part of the performance task. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the human scribe, and to view what they produce while composing via dictation to the scribe.

New Hampshire	**Designated Feature, Accommodation:** Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified and must follow the administration guidelines provided in the New Hampshire Statewide Assessment System Test Administration Manual. If using a human scribe, the reader must read back student response so that the student may edit. Recommendations for Use: Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses may need to dictate their responses to a human who then records the students' responses verbatim. The use of this support may result in the student needing additional overall time to complete the assessment. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the human scribe, and to view what they produce while composing via dictation to the scribe. Note: Accommodations are only appropriate for students for whom there is a documented need on an: • *Individualized Education Program (IEP) or • 504 accommodation plan and/or • **EL Education Plan • The exception to the IEP or 504 requirement is for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. These students may use the speech-to-text or the scribe accommodations (if they have had sufficient experience with the use of these), as noted in this section.

New Jersey	**Accommodation (Students with Disabilities):** Scribing a student's responses by an adult Test Administrator is a response accommodation that allows students to provide test responses to an adult Test Administrator who writes or types the responses directly onto the assessment for the student. Students receiving the scribe accommodation may respond to assessment items either: • verbally, • using a speech-to-text device or other augmentative/assistive communication device (e.g., picture/word board), • signing (e.g., American Sign Language, Signed English, Cued Speech), • gesturing, • pointing, or • eye-gazing Note: Scribing may include "dragging and dropping" selected response items, as appropriate. The scribe accommodation is appropriate for students with a physical disability that severely limits or prevents the student's motor process of writing, typing, or recording responses during testing. This includes students with reduced ability to record responses due to pain, fracture, paralysis, loss of function, or loss of endurance, as well as students whose handwriting is indecipherable or illegible. Scribes are also an appropriate accommodation for students who have a documented disability in the area of written expression which results in significant interference in their ability to express their knowledge in writing/keyboarding, even after varied and repeated attempts to teach the student to do so. If a student requires a scribe due to a recently-occurring, though temporary, illness or injury, an Appendix F: Use of an Emergency Accommodation on the NJSLA and NJGPA must be completed and kept on file at the school. If a student requires a scribe due to an ongoing inability to express their responses through writing/keyboarding, this should be documented in evaluation summaries from locally administered diagnostic assessments and must be listed in the student's IEP or 504 plan. The student should be receiving ongoing, intensive instruction and/or interventions to learn written expression, as deemed appropriate by the IEP team or 504 Plan Coordinator. The use of a scribe is permitted on the following assessments: • Mathematics/Science • English language arts (ELA) assessments for Evidence Based Selected Response, and Technology Enhanced Constructed Response items

- English language arts (ELA) Assessments for Prose Constructed Responses. Note: For this accommodation, refer to selection and administration guidelines in the NJSLA and NJGPA Accessibility Features and Accommodations Manual

ELA Selected Response or Technology Enhanced Items and Mathematics/Science Accommodated Response: Speech-to-Text, Human Scribe, Human Signer, Assistive Technology Device.

Student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by dictating, signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. The student must be familiar with any assistive technology external device used for test administration. Important Note: TestNav does not have embedded Speech-to-Text functionality—students must use allowable Assistive Technology software or extensions or an external device (responses must be transcribed).

Important Guidelines for identifying students to receive this accommodation: IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying a student to receive this accommodation. If all guidelines are not met, and the student is given the Human Scribe accommodation on a New Jersey English language arts (ELA) assessment, the student's assessment score may be invalidated and the score would not be counted in the overall assessment results (i.e., the student would be considered a "non-participant" for the English language arts (ELA) assessment.)

In making decisions whether to provide the student with this accommodation, IEP teams and 504 Plan Coordinators should consider whether the student has:

- A physical disability that severely limits or prevents the student's motor process of writing through keyboarding; or
- A disability that severely limits or prevents the student from expressing written language, even after varied and repeated attempts to teach the student to do so.

Before listing the accommodation in the student's IEP or 504 plan, teams/ coordinators should also consider whether:

- The student's inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments;
- The student routinely uses a scribe for written assignments; and
- The student receives ongoing, intensive instruction and/or interventions to learn written expression, as deemed appropriate by the IEP team or 504 Plan Coordinator.

Accommodation (ELA; Students with Disabilities):

ELA Constructed Response: Speech-to-Text, Human Scribe, Human Signer, Assistive Technology Device.

Student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by dictating, signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. The student must be familiar with any assistive technology external device used for test administration. Important Note: TestNav does not have embedded Speech-to-Text functionality—

students must use allowable Assistive Technology or extension or an external device (responses must be transcribed).

Important Guidelines for identifying students to receive this accommodation: IEP teams and 504 Plan Coordinators should carefully review the following guidelines before identifying a student to receive this accommodation. If all guidelines are not met, and the student is given the Human Scribe accommodation on a New Jersey English language arts (ELA) assessment, the student's assessment score may be invalidated and the score would not be counted in the overall assessment results (i.e., the student would be considered a "non-participant" for the English language arts (ELA) assessment.)

In making decisions whether to provide the student with this accommodation, IEP teams and 504 Plan Coordinators should consider whether the student has:

- A physical disability that severely limits or prevents the student's motor process of writing through keyboarding; or
- A disability that severely limits or prevents the student from expressing written language, even after varied and repeated attempts to teach the student to do so.

Before listing the accommodation in the student's IEP or 504 plan, teams/ coordinators should also consider whether:

- The student's inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments;
- The student routinely uses a scribe for written assignments; and
- The student receives ongoing, intensive instruction and/or interventions to learn written expression, as deemed appropriate by the IEP team or 504 Plan Coordinator.

Accommodation (English Learners):

English Learner Accommodated Response for the Mathematics/Science Assessments in Spanish: Speech-to-Text, Human Scribe/Human Signer.

	A student dictates responses verbally, using an external speech-to-text device or by dictating. The student must be tested in a separate setting. The student must already be familiar with any external device used for this accommodation. Important Note: TestNav does not have embedded Speech- to-Text functionality—students must use allowable Assistive Technology software or extensions or an external device (responses must be transcribed).

New Mexico	**Accommodation:** A human scribe is identified by the LEA and assigned to assist students with the NM MSSA assessment. This individual helps write or input answers on an examination for someone who is unable to do so for themselves. The scribe's role is to accurately record the student's responses without offering advice, guidance, or implying answers. (See Special Instructions Section for more details). Scribing a student's responses by an adult Test Administrator is a response accommodation that allows students to provide test responses to an adult Test Administrator who writes or types the responses directly onto the assessment for the student. Students receiving the scribe accommodation may respond to assessment items either: • verbally, • using a speech-to-text device or other augmentative/assistive communication device (e.g., picture/word board), • signing (e.g., American Sign Language, Signed English, Cued Speech), • gesturing, • pointing, or • eye-gazing Note: Scribing may include "dragging and dropping" selected response items, as appropriate. The scribe accommodation is appropriate for students with a physical disability that severely limits or prevents the student's motor process of writing, typing, or recording responses during testing. This includes students with reduced ability to record responses due to pain, fracture, paralysis, loss of function, or loss of endurance, as well as students whose handwriting is indecipherable or illegible. Scribes are also an appropriate accommodation for students who have a documented disability in written expression which results in significant interference in their ability to express their knowledge in writing/keyboarding, even after varied and repeated attempts to teach the student to do so. If a student requires a scribe due to an ongoing inability to express his or her responses through writing/keyboarding, this should be documented in evaluation summaries from locally administered diagnostic assessments and must be listed in the student's IEP or 504 plan. The student should be receiving ongoing, intensive instruction and/or interventions to learn written expression, as deemed appropriate by the IEP team or 504 Plan Coordinator. The use of a scribe is permitted on the following NM-MSSA, Math, and ELA assessments: • Mathematics;

	• English Language Arts (ELA) assessments for Evidence-based Selected Response, and Technology; • Enhanced Constructed Response items; and • ELA assessments for Prose Constructed Responses. Note: For this accommodation, refer to selection and administration guidelines in the Accessibility Features and Accommodations Manual. Speech-to-Text Response Options: Speech-to-Text, Human Scribe. Student dictates responses either verbally, using an external speech-to-text device, an augmentative/assistive communication device (e.g., picture/word board), or by dictating, signing, gesturing, pointing, or eye-gazing. The student must be tested in a separate setting. The student must be familiar with any assistive technology external device used for test administration.

New York	**Accommodation:** Testing accommodations allowing the use of a scribe may be recommended for students who, because of a disability, need someone to transcribe their dictated responses on tests. Implementing this accommodation generally necessitates the use of an alternate location and extended time. These additional accommodations must also be specified in the IEP/504 plan to be provided. If "extended time" and "separate location" are needed only when the use of a scribe or a recording device is required, that must be indicated so that the accommodations are not provided during other times when not appropriate. Scribes may be teachers, teacher aides, teacher assistants, or other school personnel who are appropriately prepared to provide this accommodation. Scribes must understand how to record responses using the procedures described and be familiar with the test, including knowledge of the vocabulary used in the test. The following procedures must be used to implement the testing accommodation "use of scribe." Generally, the student is expected to provide any punctuation beyond what is needed at the end of a sentence, as well as paragraphing, and capitalization of proper nouns.* • When "use of a scribe" is indicated as a testing accommodation on an IEP/504 plan, the student may dictate responses directly to the scribe or into a recording device, which may be played back by a scribe for transcription. If a recording device is recommended to implement this testing accommodation, this should be indicated accordingly as an implementation specification in the student's IEP/504 plan. • Scribes must record word-for-word what the student dictates or records. Scribes may capitalize the first letter of each sentence and provide punctuation at the end of a sentence. Scribes must leave out additional punctuation (e.g., commas or quotation marks) and capitalization of proper nouns. Students do not have to spell words aloud while dictating to a scribe. • A word processor may be used by a scribe to type a student's dictation, and scribes should write/type a student's dictation on every other line. * Generally, for the Grades 3-8 ELA Assessments, waiving spelling, capitalization, punctuation and/or paragraphing requirements is not permitted. However, students participating in the Grades 3-8 ELA Assessments who are blind and require the use of a scribe do not need to provide capitalization, punctuation, and/or paragraphing when following the procedures to use this accommodation. For this specific population of students, the scribe may provide these areas of written mechanics and formatting.

North Carolina	**Accommodation:** The Dictation to a Scribe accommodation allows a student to dictate responses to test questions to a scribe who records the responses. The scribe administers this accommodation to only one student at a time during a test session. The student must be tested in a separate room (one-on-one). Before the date of the test, the scribe should be informed of the preferred method for recording the student's responses that is documented in the IEP or Section 504 Plan. For online and paper test administrations, two trained test administrators must be present when the Dictation to a Scribe accommodation is provided. One fills the role of test administrator and the other test administrator in the room fills the role of scribe. The test administrator and scribe must attend all test administrator training sessions provided before testing. Role of the IEP team or Section 504 committee: Consistent with the student's need because of the nature of his or her disability, the scribe may record the student's responses directly on a clean sheet of paper, in the test book, or on the device (online test administration). Dictation may also be recorded using a keyboarding device (e.g., word processor). The IEP team or Section 504 committee makes the final decisions after reviewing these recording options for each state test. The decisions must be documented in the IEP or Section 504 Plan. For paper tests, if the student can efficiently use a keyboard, the IEP team or Section 504 committee may wish to consider the use of the AT accommodation instead of the Dictation to a Scribe accommodation. According to a report by the National Center on Educational Outcomes: "If students are unable to handwrite, but can efficiently type on a computer, a computer response accommodation should be considered prior to a dictated response accommodation."
North Dakota	**Designated Feature:** The student dictates her/his responses to an experienced educator who records verbatim what the student dictates. Students who have documented, significant motor or language-processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human who then records the student's responses verbatim, either in the test platform or on paper. The use of this accommodation may result in the student needing additional time to complete the assessment.

Ohio	**Accommodation (Students with Disabilities):** The student dictates responses either verbally, using a speech-to text device, augmentative or assistive communication device (for example, picture or word board), or by signing, gesturing, pointing, or eye gazing. Grammar checker, Internet, and stored files functionalities must be turned off. Word prediction must also be turned off for students who do not receive this accommodation. The student must test in a separate setting. In making decisions whether to provide the student with this accommodation, IEP teams and 504 Plan coordinators should consider whether the student has: • A physical disability that severely limits or prevents the student's motor process of writing through keyboarding; OR • A disability that severely limits or prevents the student from expressing written language, even after varied and repeated attempts to teach the student to do so. Before documenting the accommodation in the student's IEP or 504 Plan, the IEP team or 504 Plan coordinators should also consider whether: • The student's inability to express in writing is documented in evaluation summaries from locally administered diagnostic assessments; • The student routinely uses a scribe for written assignments; and • The student receives ongoing, intensive instruction and/or interventions to learn written expression, as deemed appropriate by the IEP team or 504 Plan coordinator. Student's responses must be transcribed exactly as dictated. Information about the scribing process is available in Appendix C of this manual. **Accommodation (English Learners):** Scribe (in English): A scribe is not allowed for the OST English language arts test. The student dictates responses in English. The test administrator must test the student in a separate setting when providing the scribe accommodation. A scribe may be appropriate for English learners with beginning-level English proficiency who do not have translators and who have better spoken than written English language proficiency. Typically, a scribe is not appropriate for English learners with intermediate- or advanced-level English proficiency.

Oklahoma	**Accommodation (Students with Disabilities):** Human Scribe ELA, Mathematics, Science: 1. Student dictates response to a scribe who records responses on an answer document or through the Online Testing Client by Test Administrator or Proctor. 2. Student signs response to a scribe who records responses on an answer document or through the Online Testing Client by Test Administrator or Proctor. 3. Student tapes or records response for a writing portion of the test for verbatim transcription by Test Administrator or Proctor. A scribe is a Test Administrator or Proctor who writes down what a student dictates by speech, or through an assistive technology communication device. Students who have documented significant motor or processing difficulties that make it difficult to produce responses may need to dictate their responses to a human who then records the students' responses verbatim. The use of this support may result in the student needing additional overall time to complete the assessment. The guiding principle in scribing is to assist the student in accessing the test and responding to it. (S1) must be selected for this accommodation. **Accommodation (English Learners):** Scribe for Student's Response: A student's response may NOT be transcribed from another language into English. 5 & 8 ELA Extended Response Sections ONLY. A scribe is a Test Administrator or Test Proctor employed by the school district who writes down what a student dictates in English. The guiding principle in scribing is to assist the student in accessing the test and responding to it. (S1) must be selected for this accommodation. Please refer to the Procedures for Scribing Student Responses.

Oregon	**Designated Feature (ELA CAT, Math, Science), Accommodation (ELA PT):** Student dictates their responses to a human who records verbatim what the student dictates. The student may dictate by assistive communication device, pointing, sign language, or speech. Students may dictate, while the human scribe records selected response items (single and multiple answer) and constructed response items (short-text) and long essay (full write). It is important that the student is able to develop planning notes via the human scribe and to view what was produced while composing via dictation to the scribe. The scribe must be trained and qualified and must follow the administration guidelines provided in the Scribing Protocol for ELA, Mathematics, and Science assessments or the ELPA Scribe Guidelines under the General Accessibility Resources section of the Test Administration Resources webpage. Recommendations for use: Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses may need to dictate their responses to a human.
Pennsylvania	**Accommodation:** Student dictates or signs open-ended/constructed response to qualified educational sign language interpreter, qualified native language interpreter, or designated test administrator. Scribing requires a one-to-one setting so that students are neither distracted nor influenced by other students' responses. Intended for a student with a physical disability or injury that severely limits or prevents the student's motor process of handwriting or keyboarding; OR a disability that severely limits or prevents the student from expressing written language, even after varied and repeated attempts to teach the student to do so. District must retain IEP/504/student record documentation as evidence for this accommodation. LEA ensures the valid use of scribing for the TDA prompt. Before using a human scribe (dictation) the LEA/school must consider one of the following: • take the online test. Individual students may take an online version even if the rest of the district or school is paper testing. • use keyboarding for transcription on the paper test. (See Transcribe) • use the Mixed-Mode

Rhode Island	**Accommodation (Science; Students with Disabilities):**
	
	Human Scribe (Science): A human scribe records the student's responses verbatim during testing either into the Test Delivery System (TDS) directly or the student's answer booklet.
	
	Accommodation (ELA; Students with Disabilities):
	
	Scribe Accommodations Options for ELA Test: This special access accommodation is only for students who meet at least one of these criteria:
	
	• The student has a language-processing disability and requires the dictation of virtually all written responses to a scribe or an electronic speech-to-text conversion device to generate responses, OR
	• The student is unable to use his or her writing hand or arm at the time of testing due to a fracture, severe injury, or recovery from surgery. In this case, the accommodation can be administered as an Emergency Accommodation. Please complete the Emergency Accommodation Form in Appendix E.
	
	If the student meets one of the criteria above, the student can communicate their responses to the RICAS ELA test items in one of the following ways:
	
	• Human Scribe: A human scribe records the student's responses verbatim (as dictated by the student) during testing directly into TestNav or the student's answer booklet. See Appendix J for RICAS scribe guidelines.
	
	Accommodation (Math; Students with Disabilities, English Learners):
	
	Scribe Accommodations Options for Math: The student has a disability that affects their ability to write and they use a scribe or speech-to-text device or software to address this challenge during instruction throughout the day. There are four scribe and speech-to-text options available for students taking the computer-based or paper-based RICAS math test in either English or Spanish:
	
	• Human Scribe: A human scribe records the student's responses verbatim during testing directly into TestNav or into the student's answer booklet in either English or Spanish. See Appendix J of this manual for scribe guidelines for both English and Spanish math tests.
	  ◦ *Spanish Mathematics Tests:* Test administrators may not translate student responses into English if the student is taking the Spanish math test.
	  ◦ Test student individually in a separate setting.

South Carolina	**Accommodation:** The student dictates her/his responses to an experienced educator who records verbatim what the student dictates. Recommendations for Use: Students who have documented significant motor or language processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human who then records the student's responses verbatim either in the test platform or on paper. For these students, dictating to a scribe is the only way to demonstrate their composition skills.
South Dakota	**Accommodation:** Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified (certified staff) and must follow the administration guidelines provided in the Test Administration Manual. Recommendations for Use: Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human who then records the students' responses verbatim. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the human scribe, and to view what they produce while composing via dictation to the scribe.
Tennessee	**Accommodation:** Adult Transcription: Scribing: A student reads each item from the screen or test booklet and dictates the response to an adult. Dictation can be given orally, on paper, or with assistive technology. The adult then marks the student's answer directly on the test. The adult may assume appropriate spelling for written responses, but the student must indicate correct capitalization, grammar, and punctuation. Students should be given the opportunity to review and edit any responses entered by the adult during scribing. Transcribing: An adult marks selected response items on the paper-based answer document. An adult transfers student responses produced using Assistive Technology onto the paper-based answer document. All student responses must be transcribed verbatim. Two adults must be present during the transcription. Once the transcription is complete, any copies must be shredded or deleted.

Texas	**Designated Feature:** Mathematics Scribe: This designated support allows a test administrator to record a student's dictated mathematics scratch work and computations when the student cannot accomplish this task independently. Complex Transcribing: This designated support allows a test administrator to record a student's dictated or signed responses to constructed-response questions in the Test Delivery System (TDS) when a student with a disability is unable to accomplish this task independently. Simple Transcribing: For online testing, this designated support allows responses to be entered into the Test Delivery System (TDS) when a student has a disabling condition that prevents the student from independently entering responses through keyboarding or the use of a mouse. For paper testing, this designated support allows a student's responses to be copied into the student's test booklet when the student has a disabling condition that prevents the student from recording responses independently.
Utah	**Accommodation:** A scribe is a skilled person who has been trained to write/input what a student dictates by an assistive communication device, speech, pointing, or sign language. A scribe may not edit or alter student work in any way and must record word-for-word exactly what the student has dictated. The student must be able to edit what the scribe has written. Individuals who serve as scribes need to carefully prepare to ensure they know the vocabulary involved and understand the boundaries of the assistance to be provided. The role of the scribe is to write only what is dictated, no more and no less. Scribes must have experience and understand how to effectively scribe for a student. Some students may need human assistance to enter scores, which is allowed for students with this accommodation. A scribe request must be submitted to USBE.
Vermont	**Designated Feature:** Students may dictate responses to a trained and qualified scribe. **Accommodation:** Students may dictate responses to a trained and qualified scribe in accordance with the guidelines provided.

Virginia	**Accommodation (ELA):** Dictation to a Scribe: Short-paper component of the Writing Assessment only. Students with disabilities that have difficulty with writing are permitted to have a scribe record their responses to the prompt in the short-paper component of the Writing SOL test. The scribe, who should have experience with the student, must format, capitalize, and punctuate only as directed by the student. The student is not required to spell each word to the scribe. Care must be taken by the scribe not to provide help on test items. Examples of prohibited help include, but are not limited to: discussing the prompt, providing hints or clues, giving reminders, giving verbal indications or non-verbal cues about the correctness of the student's answer.

Washington	**Designated Feature:** The scribe designated support is not for ELA CAT reading passages. Students dictate their responses to a trained and qualified human scribe who records verbatim what the student dictates. The scribe must follow the Scribing Protocol for Washington State Assessments. ELA CAT: All item responses may be dictated. ELA PT: Only the item responses in Part 1 may be dictated. The full write response CANNOT be dictated. Math and science: All item responses may be dictated. Recommendations for Use: Students who have documented significant motor or processing difficulties that make it difficult to produce responses may benefit from dictating their responses to a human who then records the students' responses verbatim. Scribing is available for both the online and accommodated form paper tests. **Accommodation:** Students dictate their response to a trained and qualified human scribe who records verbatim what the student dictates. The scribe must follow the Scribing Protocol for Washington State Assessments. ELA PT: The full write response is dictated. Recommendations for Use: Students who have documented significant motor or processing difficulties that make it difficult to produce responses may benefit from dictating their responses to a human who then records the students' responses verbatim. For many students, dictating to a scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the scribe, and to view what they produce while composing via dictation to the scribe. Scribing is available for both the online and paper tests.

West Virginia	**Accommodation:** Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained, qualified, and must follow the administration guidelines provided in the administration manual. Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human who then records the students' responses verbatim. For many students dictating to a human scribe is the only way to demonstrate their composition skills. It is important these students be able to develop planning notes via the human scribe, and to view what they produce while composing via dictation to the scribe. The use of this accommodation may result in the student needing additional time overall. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills. Students should be able to develop planning notes via the human scribe, and to view what they produce while composing via dictation to the scribe. Scribes may be provided for any student (with or without an IEP or Section 504 plan) who has a short-term medical condition (e.g., a fractured arm in a cast) that precludes the student from word processing a response. Approval needs to be obtained from the WVDE through the county test coordinator and/or the county special education director prior to testing. Scribes may be provided for students who are blind or have low vision that may need additional supports such as navigational and transcribing supports.

Wisconsin	**Designated Feature:** Students dictate their responses to a human who records verbatim what they dictate. Students who have a significant motor disability, processing difficulties, sensory issues (e.g., students with autism who cannot work with a monitor/keyboard), or who have had a recent injury (e.g., broken arm, concussion) that make it difficult to provide responses directly, may need to dictate their responses to a human who then records the student's responses verbatim. Translators who scribe student responses from a native language to English should translate word-for-word to the extent possible for all content areas except the short-write items. The short-write items must be scribed in English. NOTE: The use of a scribe can be stressful to a student who does not normally use this support, especially during the writing portion of the exam. Discuss the scribing process with the student ahead of time, as some students may opt to go without it if possible.
Wyoming	**Accommodation:** Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified and must follow the administration guidelines provided in Appendix C: Scribe Protocol. Recommendations for use: Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human who then records the students' responses verbatim. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the human scribe and to view what they produce while composing via dictation to the scribe.

Footnotes

- **[1]**
  States' accessibility policies on scribe were obtained through the examination and analysis of publicly available information, including accommodations manuals or other policy documents, on state department of education websites. The policies were gathered from states' websites between August and October 2023.The information in the tables from each state was coded based on information in the state policy

- **[2]**
  Universal Features are available to all students as they access instructional or assessment content. *Designated Features* are available to any student as long as an educator (or team of educators, with student and parent input) indicates that they would be helpful given the student's characteristics and needs. *Accommodations* are changes in procedures or materials to ensure equitable access to instructional and assessment content and generate valid assessment results for students who need them. Accommodations are generally available to students for whom there is documentation on an individualized education program (IEP) or 504 accommodations plan; some states also have offered accommodations to English learners.

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